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ABSTRACT

To promote more effective use of the library by the undergraduates at the University of Colorado, Boulder, a program was implemented within the departments of history and economics to improve liaison between faculty and library personnel. Two subject librarians were appointed who would work half-time in their respective undergraduate departments and half-time in the reference department of Norlin Library, the undergraduate humanities and social science library. The duties of the special librarians would include group and individual instruction of students in library skills and subject area bibliography, the preparation of instructional aids in the literature of history or economics and in library use, and the establishment of closer liaison with the department faculty. Within the economics department, during the 1973-74 school year, there was a high level of activity, including many hours of student contact and faculty cooperation in implementing a library instruction plan in the various courses offered by the department. Student attitudes were tested by a questionnaire administered before and after the program. A proposal has been submitted for an ongoing formative evaluation of this project. (SL)

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FIRST ANNUAL PROGRESS REPORT
TO THE
COUNCIL ON LIBRARY RESOURCES
AND THE
NATIONAL ENDOWMENT FOR THE HUMANITIES

FOR THE YEAR
SEPTEMBER 1, 1973 - AUGUST 31, 1974

PROGRAM TO IMPROVE AND INCREASE STUDENT AND FACULTY INVOLVEMENT IN LIBRARY USE

UNIVERSITY OF COLORADO LIBRARIES

BOULDER, COLORADO 80302

JOHN LUBANS, JR.

PROGRAM DIRECTOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Introduction

When this program was proposed our objective was to increase effective library use among undergraduate students within two selected academic disciplines. Our guiding assumption has been that improvements (or change) in student library use skills of a significant scope can come only by librarians working with and through the faculty in the teaching classroom. Underlying this guideline are at least two reasons why librarians want to change non-use and mis-use of libraries. First there is the professional concern of managing a very expensive resource: the growing book collection which if not used at higher levels than present (40% of students are non-users at any one time) will be increasingly difficult to justify to administrators and other budget-minded groups such as legislatures. And, second, our conviction (with several studies to back us up) that libraries are mis-used when they are used by a majority of students. The solution to the mis-use of libraries many librarians believe lies in libraries offering and participating in instructional programs which can provide students with the necessary skills they need to make better use of library resources and to, perhaps, make learning less of a frustrating experience, at least in regard to finding relevant materials in the library.

To effect a change in library use patterns among students the grant proposal outlined the planned tactics of our program.*

Colorado. University. Boulder. Libraries
"Proposal to the Council on Library Resources, Inc. for a Program to Improve and Increase Student and Faculty Involvement in Library Use," [by John Lubans, Jr.] Mimeo, Boulder, Colorado, 1972, 5 pp.

This proposal involves the appointment of two new subject librarians for a period of five years to the Reference Department of the University of Colorado Libraries. These new Library faculty members would work half-time in the cooperating teaching department (such as History or Sociology) to which they are assigned and half-time in the Reference Department in Norlin Library (the undergraduate, humanities and social science library) or in one of the branches as a Reference Librarian. The teaching departments with which they are to work would provide them with office space for the half-time of their work-week which they are to spend in those departments. The Libraries would also provide office space for these librarians to perform normal reference service functions.

The duties of these subject librarians in fulfilling their roles outside of the Library would include:

1) Class-room teaching of bibliography (in cooperation with the department's faculty) as related to a subject or subjects.
2) Providing individual counseling in library and literature use for undergraduates, graduates and faculty.
3) Facilitating the basics of library use (e.g. answering such questions as: where do I return library books?)
4) Working with departmental faculty in rating the bibliographic quality of students' assigned work.

5) Preparing instructional aids in literature and library use. (Emphasizing on-site as-needed programs).

6) Establishing close liaison with departmental faculty by sitting-in on seminars and faculty meetings.

The program will be geared initially to increase faculty involvement in promoting use of library resources.

The following is a possible plan for atcempting to win over the faculty to making changes in teaching methodology in favor of emphasizing libraries in instruction. It is paraphrased from Patricia Knapp's article: "A suggested program of college instruction in the use of the Library," Library Quarterly 26, 224-231, July, 1956.

The subject librarians will need to:

1) Demonstrate how poorly students use the library to faculty who may respond constructively.

2) Persuade these instructors to involve "library" in problem-solving assignments given to students.

3) Make library resources generally available (through promotion) to students and faculty.

4) Stress the overall value of library competence.

5) With the help of the departmental faculty draw-up proposed solutions to the problem of library mis-use and non-use.

6) Work through curriculum committees for changes in teaching methods and objectives.

These guidelines have provided a general framework for our activities for the past year. The plans were made more specific in 1973-74 and the guidelines appear to be workable and could be applied at other institutions.

One area of interest that came to the fore after the grant proposal was submitted in May 1972 was the need for evaluating what effect the program would have on library user behavior. Without empirical evidence of how library users have been effected by the program the research undertaken will have little value to the profession-at-large.

Activities During 1973-74

One of the two positions in the grant has been filled. Susan Edwards was appointed as Economics Reference Librarian on September 1, 1973 and her work is largely the basis of this part of the report.

We began recruitment in 1973 for the other half of the position in the field of Sociology but had difficulty in attracting candidates. Although concerted efforts were made for a year, we were unsuccessful in finding a Sociology Reference Librarian. Of three candidates interviewed on the Boulder campus, the one to whom the position was offered (Spring 1974) turned down the opportunity. In view of the difficulties of recruiting a person with the double Master's in Librarianship and Sociology plus a minimum of two years of reference experience, we switched the vacant position to that of History Reference Librarian in June of 1974. Qualified candidates are to be interviewed in September and the position should be filled shortly after. In the

meantime, we continue to provide ten hours of extra reference service to undergraduates through the "generalist" half of the program. This is being given by Mary Sandoe, a general reference librarian.

While the Economics Reference Librarian, Susan Edwards, does meet with the program director at least once every two weeks, and frequently with Ms. Mildred Nilon, Head of the Reference Department, the position has been largely developed by Ms. Edwards in her working with the Economics faculty. A small committee of faculty members have cooperated in implementing the various programs created by Ms. Edwards (Appendix). Her work in the Economics Department has resulted in approximately 1000 student contact hours (that is, one hour lecture presentations to several Economics classes reaching 1000 students). Also, she has had 400 contacts from users outside of class in the Economics Department about term papers and other library use related assignments and discussions to clarify library policies and procedures. A further measure of Ms. Edwards impact on the Economics program is her being swamped frequently by Economics students while she is on duty as a reference librarian in the general library. This high level of activity in the first year of the grant is encouraging. Again, evaluation of the effect we are having on library use is necessary. Ms. Edwards has developed and given an attitude survey to students in one Economics' professor's classes for the Fall 1973 and Spring 1974. These were the same students (sophomore and senior level) before and after exposure to library instruction in their subject area. Below are examples of the response from students to selected questions:

LIBRARY USE ATTITUDE SURVEY (1973-74)

(Selected Responses)

Before (Fall) and After (Spring) Library Use Instruction

	Statements		Response in Percentages (N=190) Fall Semester	(N=190 ca) Spring Semester
f.	My undergraduate training (so far) has given me all the preparation I need for finding information in the libraries.	Agree	21.17	22.20
		Neutral	11.85	25.90
		Disagree	41.50	50.87
		Don't Know	25.41	.92
i.	I am at a loss when faced with doing a term paper in the library.	Agree	18.96	13.07
		Neutral	21.55	28.95
		Disagree	47.41	56.04
		Don't Know	12.06	1.86
j.	I think librarians are ...really interested in my problems.	Agree	19.82	28.02
		Neutral	44.60	48.56
		Disagree	15.69	17.74
		Don't Know	19.82	5.60
l.	I feel well able to do research in the library.	Agree	26.47	38.85
		Neutral	42.70	41.62
		Disagree	17.93	17.57
		Don't Know	12.81	1.85
n.	Whenever I do research for a paper in the library I get the feeling there are information resources on my topic which I am somehow missing.	Agree	49.97	62.90
		Neutral	11.85	16.65
		Disagree	10.16	17.57
		Don't Know	27.95	2.77
o.	If you circled either of the first two categories. . .what do you feel is the main reason you did not find other resources.			
	a. My professor did not explain what is available.		34.50	30.13
	b. I did not ask a librarian.		45.56	41.92
	c. The librarian did not know.		17.94	27.51

The compared results show a sharp decrease in the "don't know or does not apply" part of the response during the Spring semester (after) survey, (statements f-n).

Statement f has an increase in the spring in disagreement; that may show greater awareness on the part of the student of his or her limitations in library skills.

The j statement has a stronger "agree" response in the spring than in the fall (19.82% vs. 28.02%) suggesting some accomplishment on the part of the librarian in showing interest in student library problems.

Statement l spring response has an increase in agreement of twelve percent. This may be the result of instruction received and assignments completed during the year.

Responses to statement n seem to suggest a further awareness of materials being missed by the student in his or her library searches.

The response to o is puzzling and interesting. The one significant spring increase is the "librarian did not know". (13% vs. 28%) This could be the student's asking for help from a variety of librarians and not receiving adequate help or it could be that all resources have been exhausted by librarians in helping the student. This response probably needs to be examined more closely. However, the largest reasons for not finding all information resources still remain that the teachers did not explain and that the respondent did not ask a librarian.

Another major endeavor during the first year has been the preparation of a slide/tape 20 minutes program to introduce students to the literature of economics. The script has been written keeping in mind

the possible use of this program at other libraries. This program is in production and should be ready in September and will, it is hoped, alleviate some of the redundance of introductory instruction of literature use. We hope to evaluate this program on at least one other university campus to measure its effectiveness in students' learning.

As mentioned before, evaluation of the program has been of concern to us. A proposal for on-going evaluation has been submitted to a funding agency for consideration. This proposed evaluation is not meant to evaluate the entire CLR-NEH grant program at the University of Colorado but rather to evaluate an important component of the grant on a short term basis; that is, what effects certain of the instructional programs within the grant are having on the student and faculty participants' patterns of library use. This type of "formative" evaluation needs to be done while the participants in the grant are currently on campus. This type of evaluation cannot be done retrospectively because the feedback from library users is the core of the evaluation. A major part of the requested funding would be used to pay students over a period of two years to take part in our evaluation program. They would be compensated for testing, keeping diaries on information use, etc. There will, ideally, be two groups: one exposed to the CLR-NEH grant and the other not. If we are not funded for this we will need to consider alternative evaluation approaches and/or other funding agencies.

Travel to conferences and on-site visits to other libraries offering instructional programs have been beneficial in keeping us aware

of new trends in library use instruction. One recent development in educating library users is the establishment of behavioral objectives for courses of study. A great deal along this line has been done in junior colleges. As well their investigation of and experimentation with multi-media instructional approaches have been of value to this program.

Professor Ernest de Prospo of the Rutgers University School of Library Service consulted with us in regard to evaluation and the establishment of goals and objectives.

The program has attracted national interest and there is frequent correspondence in reply to general inquiries about the program. It is our hope that our efforts are serving to promote increased attention to and activity upon the programs of library use encountered by students and other members of the academic community.

COUNCIL ON LIBRARY RESOURCES GRANT

Proposed Program for the Economics Department,
University of Colorado

DRAFT 10/73

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GENERAL OBJECTIVE

Present teaching methods at the University of Colorado make little use of the library beyond the reserve room. The reasons most frequently given for this are:

The inability of the student to find what he or she needs because of poor research techniques.

The inability to critically evaluate the information the student does find.

The low quality of the completed assignments.

The problem of plagiarism.

However, there are important reasons for incorporating assignments which utilize the library into the formal courses:

In a large university, research projects are one of the few opportunities most students have to do independent studies.

In a society where the quantity of information continues to grow rapidly, one of the skills a student should acquire before graduating is the ability to find what is useful and be able to evaluate its importance.

The overall objective of this program is to help reduce the problems of independent research by undergraduate students in the Economics Department, and thus enable the library to become a more viable part of the University program.

SPECIFIC OBJECTIVES

The purpose of this program is not to make librarians out of students, nor to give them a general knowledge of library resources. The aim is to integrate the literature and reference sources of Economics into specific courses. By doing this it is hoped that:

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The student will gain a better understanding of economic concepts and problems.

The student will realize the value of reference tools and other library materials and become familiar and comfortable with them.

The student will develop the ability to judge critically the information he or she uses.

METHODS

There are many levels from which each of the objectives may be approached. It is important that the means to fulfill these objectives be appropriate. The following is an attempt to outline the types of projects which might be undertaken. Some of them are similar to programs successfully undertaken at other universities, others are unique to this program.

A. 200 Level Courses

The student should know the uses and limitations of:

General encyclopedias and dictionaries
Specialized encyclopedias and dictionaries
The card catalog
Readers' Guide to Periodical Literature
Social Sciences and Humanities Index
Public Affairs and Information Service Index

The student should begin to be able to evaluate the material he finds by noting such things as the author's qualifications and the publisher. This is a very simple start, but it points out to the student the importance of evaluating each source and ways of doing the evaluation. The student should also have some knowledge of when and how to cite sources and the preparation of a bibliography.

POSSIBLE ASSIGNMENTS: The student is assigned or chooses a concept, such as money, GNP, taxation etc. which is appropriate to the course. The completed project should define and explain the term or concept beginning with a simple definition and progressing to a discussion of the special aspects of the subject. A bibliography should be included with a certain number of items annotated.

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The student is instructed to prepare an annotated reading list on a subject of his choice. The purpose would be to complete a graduated list beginning with simple material and progressing to the more difficult.

PRESENTATION:

a. An hour before the class by the librarian, explaining her function and introducing the reference books to be used.

b. Brief reading assignments on search techniques.

c. Handouts.

d. An appointment with each student to discuss how he or she will approach the assignment, what library tools they will use and why, to prepare an outline.

e. Availability in the Economics Department and the library.

f. A review of the final draft to see if the students did what they expected to do, and if they did not, why not.

GRADING: The majority of the grade should of course, be on the quality of the information, but some grade should be assigned based on the quality of the bibliography, footnoting, general organization and appropriatness of reference sources used as determined by a brief diary to be kept by the student as he works.

B. 300 Level Courses

The students should be able to handle the tools and information presented on the 200 level. If they cannot, and this seems likely, some short assignment utilizing those tools should be assigned. The types of assigrments mentioned previously should be presented less intensively. This should be adequate for those individuals in the 300 level course.

Additional tools to present:

AEA Index

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Journal of Economic Literature.
Specialized bibliographies or indexes to be determined by the class.
Government documents.
Book reviewing media.
Bibliographic tools such as Books in Print, Cumulative Book Index, Library of Congress Catalog.
Guides to the literature

ASSIGNMENTS:
a. Short bibliographic essay analyzing the important writings in a certain subject area.
b. The preparation of an annotated reading list for the class.
c. Term paper.

Presentation and grading would be similar to that for the 200 level courses.

C. 400 Level Courses

Again the students should be aware of the previous tools. Since there have been quite a few presented, the most efficient, though not the best way, would be a lecture or handouts on basic reference tools in Economics. In addition the student should be introduced to:

Printed library catalogs
Bibliographies of bibliographies
Statistical sources
National bibliographies
Specialized bibliographies

ASSIGNMENTS:
a. Review of the literature of a certain subject area.
b. A bibliographic essay.
c. A research paper.

Grading and presentation are again similar.

EVALUATION

a. A test of attitudes to be given to those in the program and selected groups not in the program at the beginning and end of each semester.
b. A test of library skills to be given to select groups in and out of the program at the beginning and end of the semester.